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ABSTRACT

This book presents 15 papers on the subject of what teachers must know for effective teaching. The book organizes the papers into three parts: Part I offers papers on teaching particular academic subjects, Part II offers papers on the diverse needs and types of students, and Part III offers conclusions. The following papers are in Part I: (1) "Policy Implications of Research on Science Teaching and Teachers' Knowledge" (C. W. Anderson); (2) "What Teachers Need To Know To Teach Science Effectively" (A. E. Lawson); (3) "Teaching Mathematics for Understanding: What Do Teachers Need To Know About Subject Matter?" (D. L. Ball); (4) "What Do Math Teachers Need To Be?" (H. Clemens); (5) "Parades of Facts, Stories of the Past: What Do Novice History Teachers Need To Know?" (S. M. Wilson); (6) "Social Science Knowledge and Citizenship Education" (J. A. Banks); (7) "Musts for Writing Teachers--Report from the Classroom" (T. Romano); (8) "The Knowledge Necessary To Teach Writing Effectively" (G. Hillocks, Jr.); and (9) "Teaching/Writing in a Community of Inquirers" (J. T. Gage). The following papers on student learning, cognition, and cultural backgrounds are in Part II: (10) "What Teachers Need To Know About Learning" (R. E. Floden); (11) "Teaching Children: What Teachers Should Know" (A. B. Anderson); (12) "Teachers, Schemata, and Instruction" (S. Engelmann); (13) "Culture and Teaching: What Do Teachers Need To Know?" (C. A. Grant); and (14) "What Teachers Need To Know About Cultural Diversity: Restoring Subject Matter to the Picture" (G. W. McDiarmid). The following paper is in Part III: (15) "Merging Subjects and Students into Teaching Knowledge" (M. M. Kennedy). (JB)

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